

SUBSTANTIATING THE WIDER CURRICULUM

WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE **YEAR 2**

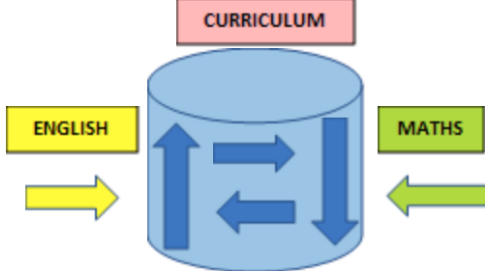

HISTORY	GEOGRAPHY	ART & DESIGN	D AND T
<ul style="list-style-type: none"> Explain how homes have changed over time. Name some of the key periods in history. Know how, where and when the Great Fire of London started and why it spread so quickly. Name King Charles II, Thomas Farriner, Samuel Pepys and Sir Christopher Wren and know the part they played in the Great Fire. Know who Christopher Columbus, Neil Armstrong and Rober Scott were, where they explored and the impact they had. Sequence key events on a timeline. And use dates where appropriate. Use different sources to find out about the past. Identify some of the ways that the past is represented. 	<ul style="list-style-type: none"> Draw a route on a map of the local area and understand the need for a key. Name the 4 countries of the UK and their capital cities and locate them on a map. Name the 7 continents and 5 oceans and locate them on a map. Identify similarities and differences between the physical and human features of the 4 countries of the UK. Locate India on a map of the world. Identify physical and human features of India and the seaside. Explain the importance of the River Ganges. Make comparisons between the seaside and Nuneaton. 	<ul style="list-style-type: none"> Use a pencil to sketch and shade drawings. Use different grades of pencil. Use tint and tone to change colours of paint to achieve effect. Make a clay pot. Join two finger clay pots together. Create a printed piece of art by pressing, rolling, rubbing, stamping. Begin to work in response to or copy the style of different artists. Use different effects within an IT paint package 	<ul style="list-style-type: none"> I can think of an idea and plan what to do next. I can measure materials to use in a model or structure. I can join materials and components in different ways. I can explain what went well with my work. I can choose tools and materials and explain why I have chosen them. I can explain why I have chosen specific textiles. I can describe the ingredients I am using in a recipe
SCIENCE (Teach discretely but link where relevant)	CORE SKILLS Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.		
LIVING THINGS AND THEIR HABITATS: <ul style="list-style-type: none"> Explore and compare things are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited. Identify & name a variety of plants & animals Animals obtain food from plants and animals. PLANTS: <ul style="list-style-type: none"> How seeds & bulbs grow into mature plants. How plants need water, light & heat to grow ANIMALS, INCLUDING HUMANS: <ul style="list-style-type: none"> Notice that animals including humans, have offspring which grow into adults. Find out about basic needs of animals, inc. humans, for survival – water, food, air. The importance of exercise, diet, & hygiene USE OF EVERYDAY MATERIALS: <ul style="list-style-type: none"> Identify/compare suitability of materials – wood, metal, plastic, glass, rock, brick, paper 	READING <ul style="list-style-type: none"> Secure with year group phonic expectations. Recognise simple recurring literacy language. Read ahead to help with fluency and expression. Comment on plot, setting and characters in familiar and unfamiliar stories. Recount main themes and events Comment on structure of the text. Use commas, question marks and exclamation marks to vary expression. Read aloud with expression and intonation. Identify past/present tense and why the writer has used a tense. Use content and index to locate information. SCIENCE (Continued) Vocabulary in Bold: <ul style="list-style-type: none"> Shapes of some solid objects can be changed 	WRITING <ul style="list-style-type: none"> Write different kinds of sentence -statement, question, exclamation, command, Use expanded noun phrases to add description and specification. Write using subordination (when, if, that, because) and co-ordination (or, and, but). Correct, consistent use of present, past tense Correct use of verb tenses. Write with correct and consistent use of - capital letters, full stops, question marks, exclamation marks. Use commas in a list Use apostrophe to mark omission and singular possession in nouns. Write under headings. Write lower case letters correct size relative to one another – join with correct strokes 	MATHS <ul style="list-style-type: none"> Read and write all numbers to at least 100 in numerals & words. Odd/even numbers to 100 Order numbers using the < > and = signs. Count in steps of 2, 3 and 5 from 0. Recognise and can define the place value of each digit in a 2-digit number. Name fractions 1/3, 1/4, 1/2 and 3/4 & find fractional values of shapes, lengths/numbers Recall and use multiplication and division facts for the 2, 5 and 10x tables. Add and subtract two 2-digit numbers, and three 1-digit numbers. Tell and write the time to 5-minute intervals. Recognise and use symbols £ and p solving money addition and subtraction problems. Describe the properties of 2D and 3D shapes to include edges, vertices and faces.

HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 2

What if you could design your perfect house?	What if you could choose a capital city for the UK?	Should we be grateful for the Great Fire of London?	What if you lived in India?	Going into the unknown-is it brave or reckless?	What if you lived beside the seaside?
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<ul style="list-style-type: none"> Exploring my local area – location, buildings, historical events How homes have changed over time, comparing 2 time periods Traditional homes from around the world 	<ul style="list-style-type: none"> The UK – countries, capitals national flags, major towns and cities, rivers. Industry Small area of UK Compare London with Coventry 	<ul style="list-style-type: none"> Great Fire of London 1666- cause, effect, Samuel Pepys 	<ul style="list-style-type: none"> Exploring the continents and major countries of the world and capital cities Oceans, mountain ranges, islands, deserts, rivers – physical geography Differences in culture 	<ul style="list-style-type: none"> Christopher Columbus- contact between Europe and America Robert Scott – Antarctica Neil Armstrong- Moon 	<ul style="list-style-type: none"> Human and Physical Geography Locate seaside resorts Compare locations- hot and cold climates How the seaside has changed over time
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EXPRESSION	PHYSICAL EDUCATION	KEY VOCABULARY		CURRICULUM SCHEMA
MUSIC	Games <ul style="list-style-type: none"> I can use hitting, kicking and/or rolling in a game. I can decide the best space to be in during a game. I can use one tactic in a game. I can follow rules. Gymnastics <ul style="list-style-type: none"> I can plan and perform a sequence of movements. I can improve my sequence based on feedback. I can think of more than one way to create a sequence which follows some 'rules'. I can work on my own and with a partner 	HISTORY	GEOGRAPHY	<ul style="list-style-type: none"> ❖ Link Learning through topics and subjects. ❖ Ensure progression of skills and knowledge. ❖ Consolidate & revise skills and knowledge. ❖ Reinforce Key specific vocabulary. 
LANGUAGES (MFL) Optional	VALUES	PSHE -(JIGSAW) Promoting aspects of SMSC through the PSHE curriculum as well as Values & Cultural Capital BEING IN MY WORLD - hopes and fears for the year, rights & responsibilities, rewards & consequences, safe & safe learning environment, valuing contributions, choices, recognising feelings CELEBRATING DIFFERENCES -Assumptions and stereotypes about gender, understanding		CULTURAL CAPITAL
<ul style="list-style-type: none"> Join in with songs and rhymes. Respond to a simple command. Answer with a single word and with a short phrase. Ask a question. Name people, places, and objects. Use set phrases. Choose the right word to complete a phrase and a short sentence. Read, understand single words, short phrases Use simple dictionaries to find the meaning of words. Write single words correctly. Label a picture. Copy a simple word or phrase. 	SCHOOL VALUES: Y1 <ul style="list-style-type: none"> Listening Speaking Problem Solving Staying Positive CHRISTIAN VALUES: <ul style="list-style-type: none"> Trust Friendship Respect BRITISH VALUES: <ul style="list-style-type: none"> Democracy Rule of Law Individual Liberty Respect & Tolerance 	PSHE -(JIGSAW) Promoting aspects of SMSC through the PSHE curriculum as well as Values & Cultural Capital BEING IN MY WORLD - hopes and fears for the year, rights & responsibilities, rewards & consequences, safe & safe learning environment, valuing contributions, choices, recognising feelings CELEBRATING DIFFERENCES -Assumptions and stereotypes about gender, understanding		<p>Ensuring that every child is equipped with the essential key skills and knowledge they need to be independent and make an effective contribution to society in their future lives through their: -</p> <p>Core skills in English and Maths</p> <p>Creativity – Art & Design, DT, Expressive Arts</p> <p>History and Heritage – History, Cultural heritage</p> <p>Understanding the World – Geog., Current Affairs</p> <p>Discovery – Science, Technology/Computing</p> <p>Values and Personal Skills – inc. British Values.</p> <p>Courageous Advocacy* – subsume aspects of CA into the Year 2 wider curriculum themes:-</p>
DANCE AND DRAMA		COMPUTING		<ul style="list-style-type: none"> Multi-Media: Acquire sufficient skills to combine text, images and possibly other features to create either a printable

<p>DANCE:</p> <ul style="list-style-type: none"> • Change rhythm, speed, level and direction. • Dance with control and coordination. • Make sequence by linking sections together. • Use dance to show a mood or feeling. • Copy and remember actions. <p>There are a wide range of opportunities where dance and drama can be linked to cross curricular themes – e.g. Sea Creatures, (DfE Resources) Dances from different continents. Acting out the Great Fire of London, Gunpowder Plot, as significant events in history; being an Explorer. A famous person who helped us from history, e.g., Queen Elizabeth or Victoria, Emily Davison provides further opportunities for the children to express themselves and develop confidence.</p>	<p>DRAMA:</p> <ul style="list-style-type: none"> • Developing role play – significant person • Acting out scenarios from significant events. • Imaginary sea creatures/link to music • Being explorers discovering a new land • Acting out a School Value e.g., Respect. 	<p>bullying, how to stick up for myself, making new friends, remaining friends</p> <p>DREAMS & GOALS- Achieving realistic goals, perseverance, learning strengths, learning with others, co-operation, sharing success</p> <p>HEALTHY ME- Motivation, healthier choices, relaxation, healthy eating & nutrition, healthier snacks & sharing food.</p> <p>RELATIONSHIPS- Different types of family, physical contact boundaries, friendship & conflict, secrets, trust & appreciation, expressing appreciation</p> <p>CHANGING ME- life cycles in nature, growing from young to old, increasing independence, difference in male and female bodies, assertiveness, preparing for transition</p>	<p>document or a simple multimedia presentation. Ensure all choices suit purpose.</p> <ul style="list-style-type: none"> • Digital Research: Understand different forms of digital information – can understand web pages, addresses etc. and how we can use to the web to find things out - Algorithms. • Graphics: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Explore devices and software to record/playback voice & sounds • E-Safety: use technology safely, respectfully, keeping personal information private.
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